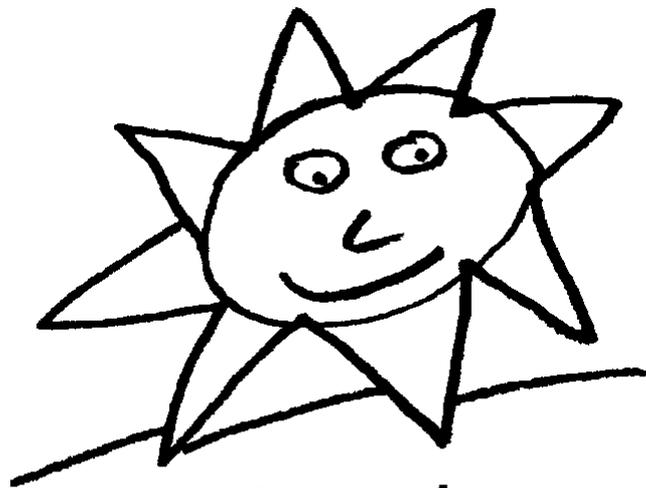


Revised September 2016



St. Nicholas
S c h o o l

‘Learning Together’

Teaching & Learning Policy

Agreed by Governing Body:

24th November 2016

Signed _____ Chair

Signed _____ Headteacher

Rationale

Our Learning and Teaching Policy reflects our values and beliefs based on a shared vision of education, and is a record of agreements that are fully understood, endorsed and valued by all school staff.

This policy is based on our shared understanding of:-

1. How children with a range of needs learn most effectively.
2. How learning can be enjoyable.
3. How children can achieve their full potential.
4. The best environment for children to learn in.
5. How children with special educational needs can become independent learners.
6. How children with a special educational needs can best develop social skills.
7. The variety of teaching styles which meet the needs of different learners
8. The role that parents have in supporting the development of their child
9. How to consistently promote high expectations.
10. How to develop progression which builds on prior experiences.
11. How to teach using a multi-sensory approach.
12. Mutual respect between staff and pupils.
13. How we can make it safe for children to get things wrong.

All elements of our Learning and Teaching Policy are reviewed regularly and the contents reflected in each of the school's curriculum documents.

A VISION OF EDUCATION AT ST NICHOLAS

We would like St Nicholas to be a school in which:

- ☺ Children receive every opportunity to develop intellectually, physically, aesthetically, socially, emotionally and spiritually.
- ☺ Children are able to achieve their full potential regardless of ability or needs.
- ☺ Work in all areas of the curriculum shows clear continuity and progression, is regularly of a good standard and is often outstanding.
- ☺ Children and adults' attitudes towards one another are based on genuine care and mutual respect.
- ☺ Children's contributions are valued, they have high self esteem and feel safe to make mistakes from which they can learn
- ☺ Regular opportunities are taken to celebrate children's achievements.
- ☺ Classrooms are attractive, stimulating, well organised and planned in such a way as to encourage curiosity, learning and independence.
- ☺ The wider school environment is attractive, well maintained and stimulating and provides areas to accommodate various learning, social and play needs.
- ☺ Children behave well because they respect each other and they want to be valued in a positive way.
- ☺ The children's education benefits from a successful working partnership between children, parents, staff, governors and the local community
- ☺ Parents perceive a clear sense of purpose, an exciting, challenging and fulfilling education for their child which enables them to flourish, and the opportunity to work in harmony with the school.
- ☺ All staff participate in a continuous process of professional development which celebrates successes and which identifies opportunities for further development and improvement.
- ☺ Staff and children have access to a wide range of quality resources which are well used to support their learning and personal development.
- ☺ The diversity of the community is celebrated
- ☺ Staff from a range of disciplines work closely together to deliver the best strategies to support each child.
- ☺ A warm, friendly and welcoming atmosphere is always to be found

POLICY FOR LEARNING AND TEACHING

KEY AGREED PRINCIPLES

AT ST NICHOLAS WE BELIEVE THAT CHILDREN LEARN BEST WHEN:

1. they feel cared about and are happy, secure, motivated, stimulated and valued
2. the learning environment is well organized, attractive, stimulating and celebrates children's achievements.
3. routines, systems and procedures are clearly defined and understood by all
4. they experience a variety of learning situations
5. they form positive relationships and partnerships with their peers and adults
6. there is strong relationship between home and school
7. their physical, social, spiritual, moral and emotional needs are catered for
8. they value and respect others
9. cultural diversity is celebrated and incorporated into the curriculum alongside positive promotion of disability and gender issues.
10. their individual sensory needs are met
11. lessons are interesting, stimulating and fun and they have the opportunity to learn through first hand and practical experience
12. the learning task is matched to their ability
13. expectations are high but achievable for all pupils
14. feedback is formative, positive and delivered in an accessible way.
15. there is continuity and progression throughout the school
16. they use technology appropriately as an aid to learning.
17. The learning in school is linked to the wider world.

AGREED PRINCIPLE 1

Children feel cared about and are happy, secure, motivated, stimulated and valued.

There will be evidence in the learning environment of:-

Adults will make sure that:-

- ✓ Children arrive happily and are pleased to be at school
- ✓ Good relationships between the children and the staff
- ✓ Children are actively involved in their learning
- ✓ Celebrating success of child's life/work in all areas

Adults will make sure that:-

- ✓ The children receive a warm, positive and happy welcome
- ✓ They use a consistent approach across class routine, behavior management at all times during school hours
- ✓ They forge and maintain good relationships with home

AGREED PRINCIPLE 2

The learning environment is well organized, attractive, stimulating and celebrates children's achievements.

There will be evidence in the learning environment of:-

- ✓ a variety of different work displayed
- ✓ clearly labeled and organized resources
- ✓ accessible, inviting range of activities

Adults will make sure that:-

- ✓ children are actively involved in displaying their own work
- ✓ the classroom is kept free of clutter with children actively encouraged to participate in tidying up
- ✓ children are exposed to a wide variety of stimulating activities to motivate the children to learn

AGREED PRINCIPLE 3

Children learn most effectively when routines, systems and procedures are clearly defined and understood by all

There will be evidence in the learning environment of:-

- ✓ Children on task
- ✓ Accessible resources
- ✓ Clear visual timetable on display and discussed every morning
- ✓ Rules, sanctions and rewards displayed and understood by the adults and children.
- ✓ a class based reward system
- ✓ a whole school rule system

Adults will make sure that:-

- ✓ There are agreed rules of the class are clearly displayed and used appropriately by all.
- ✓ Teacher acts as a role model.
- ✓ Each child feels secure, happy, motivated and stimulated.
- ✓ Children understand procedures where appropriate.
- ✓ Each child is encouraged to be an independent learner.
- ✓ They are consistent in their use of simple language, supported by signing whenever possible.

AGREED PRINCIPLE 4

Children learn most effectively when they participate in a variety of learning situations

There will be evidence in the learning environment of:-

- ✓ A range of multisensory resources being used
- ✓ There is access to technology to support learning
- ✓ There is plenty of praise, encouragement and acceptance
- ✓ Children are given opportunities to work independently

Adults will make sure that:-

- ✓ Each child is encouraged to be an independent learner
- ✓ Children experience a range of differentiated activities that engage and encourage them to be as independent as possible
- ✓ There is clear modeling of activities to support understanding
- ✓ Resources are used appropriately

AGREED PRINCIPLE 5

Children form positive relationships and partnerships with their peers and adults

There will be evidence in the learning environment of:-

- ✓ Opportunities for structured and unstructured social interaction and play between peers and adults
- ✓ Opportunities for group tasks and reflecting the contribution of all children
- ✓ Strong positive role models
- ✓ Appreciate the work of their fellow peers
- ✓ Opportunities to celebrate children's success/achievements in class and whole school

Adults will make sure that:-

- ✓ They are responsible for setting boundaries for appropriate relationships
- ✓ They provide role models

- ✓ Pupils are encouraged to appreciate the work of their fellow peers
- ✓ They show care, compassion and understanding of each child's unique and individual needs
- ✓ They use their understanding of children's needs to reduce any unnecessary anxiety

AGREED PRINCIPLE 6

There is strong relationship between home and school

There will be evidence in the learning environment of:-

- ✓ Contact books and weekly newsletters are used to keep parents informed about what is happening in class.
- ✓ Phone calls are used to discuss and resolve any problems with children
- ✓ Parents have access to a parent support group
- ✓ Parents are given opportunities to help children read
- ✓ Parents have regular and informative parent's evenings and review meetings
- ✓ All discussion about children is made in a positive and supportive way

Adults will make sure that:-

- ✓ Communication between home and school is strong and clear through the use of home/school contact books, newsletters, phone calls, parents evenings, reports and annual reviews.
- ✓ Parents are made aware of the ways they can communicate with the school
- ✓ Parents are advised about and encouraged to support the school's approach to behavior and learning.
- ✓ Each child feels secure, happy, motivated and stimulated
- ✓ Children and Parents understand the school's procedures

AGREED PRINCIPLE 7

Children's physical, social, spiritual, moral and emotional needs are catered for

There will be evidence in the learning environment of:-

- ✓ Happy children
- ✓ Children engaged and on task
- ✓ Children feel safe and secure
- ✓ Collective celebrations of different cultures
- ✓ Children trying hard and reaching their potential
- ✓ Multicultural resources

Teachers will make sure that:-

- ✓ Cultural diversities are understood and referred to positively
- ✓ They are aware of the children's backgrounds and show respect for them
- ✓ The environment is inclusive
- ✓ It is a safe environment for children to express their opinions and feelings

AGREED PRINCIPLE 8

Children value and respect others

There will be evidence in the learning environment of:-

- ✓ Children being polite and courteous to each other
- ✓ They work well with their peers in different groups
- ✓ They help and support each others learning
- ✓ They share resources with each other

- ✓ Each child knows that they are wanted and cared for.
- ✓ Each child feels secure, happy, motivated and stimulated.
- ✓ Each child is encouraged to be an independent learner.
- ✓ They listen to each others ideas and show respect for other opinions
- ✓ They acknowledge different needs and treat each other as they would wish to be treated themselves

Adults will make sure that:-

- ✓ They set an example by the way they talk to children and respect their ideas and contributions.
- ✓ They reinforce positive interactions between children.
- ✓ They sensitively support children who find it difficult to empathise with others.
- ✓ They teach children how to be confident, value themselves and stand up to those who try take advantage of their vulnerabilities.
- ✓ There are agreed rules of the class.
- ✓ They act as a role model and value all contributions of work.

AGREED PRINCIPLE 9

Cultural diversity is celebrated and incorporated into the curriculum alongside positive promotion of disability and gender issues.

There will be evidence in the learning environment of:-

- ✓ Celebration of cultures from across the world
- ✓ The contribution of other cultures to areas of the curriculum, particularly in art, music, history and literature

- ✓ Respect for different beliefs

Adults will make sure that:-

- ✓ That stereotypes of race, culture, gender or disability are challenged
- ✓ That the diverse population of the school is represented in resources and texts
- ✓ That children and their families can contribute examples of their own culture to school life
- ✓ That racist or disrespectful behavior is challenged and pupils' misconceptions are addressed sensitively

AGREED PRINCIPLE 10

Children's individual sensory needs are met

There will be evidence in the learning environment of:-

- ✓ A calm, quiet and purposeful atmosphere
- ✓ Therapeutic approaches for individual children are being used where needed
- ✓ Sensory impairments are monitored and teaching is adjusted so that pupils can access learning.

Adults will make sure that:-

- ✓ They are trained in understanding children's sensory needs
- ✓ Sensory learning activities are used for pupils who are working at that level of development
- ✓ They find out about children's sensory needs and develop strategies to help them.

AGREED PRINCIPLE 11

lessons are interesting, stimulating and fun and they have the opportunity to learn through first hand and practical experience

There will be evidence in the learning environment of:-

- ✓ Outings linked to seasonal and curriculum topics.
- ✓ Visitors running workshops.
- ✓ Stimulating displays up showing children's work.

Adults will make sure that:-

- ✓ Outings and visitors to the school are arranged.
- ✓ Planning of lessons are differentiated and stimulating using a variety of learning styles and resources.

AGREED PRINCIPLE 12

the learning task is matched to the children's ability .

There will be evidence in the learning environment of:-

- ✓ Differentiated work planned and delivered.
- ✓ Children working to the level feeling confident and challenged.
- ✓ TEEACH baskets.
- ✓ Good classroom and year group management and organization.

Adults will make sure that:-

- ✓ Planning includes differentiated activities and relevant resources.
- ✓ IEP's are written, displayed and delivered.

AGREED PRINCIPLE 13

Expectations are high but achievable for all pupils

There will be evidence in the learning environment of:-

- ✓ The children are provided with a variety of stimulating activities which are

appropriate for individual levels of ability

- ✓ activities are age appropriate and child friendly
- ✓ More able pupils are challenged
- ✓ Less able pupils are supported to work independently

Adults will make sure that:-

- ✓ They understand how to assess pupils and plan the next steps in learning
- ✓ They set individual targets that are pupils can achieve
- ✓ Lessons are planned which shows an appropriate level of challenge for pupils at every level

AGREED PRINCIPLE 14

Feedback is formative, positive and delivered in an accessible way.

There will be evidence in the learning environment of:-

- ✓ Plenty of praise, encouragement and acceptance.
- ✓ Feedback given using signing, stickers, certificates
- ✓ Children are shown how to improve and develop their skills
- ✓ Children who make mistakes or get things wrong do not feel stigmatised

Adults will make sure that:-

- ✓ They regard every child's achievements in a positive light
- ✓ Every small achievement is rewarded with praise and encouragement
- ✓ They use positive language to address children's misconceptions and misunderstandings
- ✓ They can spot mistakes and show children how to do things better

AGREED PRINCIPLE 15

There is continuity and progression throughout the school

There will be evidence in the learning environment of:-

- ✓ Staff using the same approach eg HWT, Phonics, visual timetable.
- ✓ IEP target boards.
- ✓ Classroom staff used as lunch time supervisors.
- ✓ Pupils developing their understanding and skills over a period of time

Adults will make sure that:-

- ✓ they use the same approach eg HWT, Phonics, visual timetable.
- ✓ They consult with other staff when planning the curriculum
- ✓ Children understand the daily routine

AGREED PRINCIPLE 16

Children use technology appropriately as an aid to learning.

There will be evidence in the learning environment of:-

- ✓ Children using technology to support learning
- ✓ Technology is used to help pupils access learning and overcome disabilities
- ✓ Technology is used to stimulate pupils and promote curiosity and wonder
- ✓ Link to local school to use computer suite.

Adults will make sure that:-

- ✓ They incorporate the use of ICT in to their planning
- ✓ They keep up to date with technology.
- ✓ They know how to use technology such as computers, interactive whiteboards, cameras and touch screens

AGREED PRINCIPLE 17

The learning in school is linked to the wider world.

There will be evidence in the learning environment of:-

- ✓ Display which reflects the wider community
- ✓ Artifacts from outside the school environment including the natural environment
- ✓ Lessons which refer to pupil's experiences outside of school

Adults will make sure that:-

- ✓ The learning relates to children's experiences in the real world
- ✓ Visitors from the local community are brought in to enhance the learning experience
- ✓ Children have experiences of learning with mainstream peers
- ✓ Children go on visits to the local community as part of the curriculum
- ✓ Suitable amenities outside of school are used to compliment what is available in school

THE LEARNING ENVIRONMENT

St Nicholas staff have spent much time and thought considering the classroom learning environment, what it should contain, how it can be made aesthetically pleasing and stimulating, and how it can be organised to ensure quality learning experiences. We have agreed that our classrooms will provide:

- ✓ a safe, happy and stimulating learning environment.
- ✓ classroom organisation which ensures that all materials and equipment are tidily stored, easily accessible and clearly labelled and that surfaces remain uncluttered.
- ✓ appropriate furniture conducive to good working conditions including specialist equipment being correctly used.
- ✓ a reading area which highlights and displays a variety of up to date reading materials in an attractive and accessible way.
- ✓ Resources that are appropriately labelled and accessible to children so that they can work independently.
- ✓ children's work in books or folders stored in an organised and accessible way.
- ✓ a variety of classroom displays, reflecting the current topics, including some which have been established to stimulate curiosity and some which celebrate display examples of children's work.
- ✓ Jolly Phonics alphabet displayed.
- ✓ Children's individual targets displayed appropriate to their understanding.
- ✓ A visual timetable so that children understand what is happening during the day
- ✓ Teachers planning, so that all staff can refer to what is happening throughout the week.
- ✓ Quiet places so that children can work in small groups or on their own in a calm setting.
- ✓ At least one workstation to enable independent work.
- ✓ School rules displayed
- ✓ Potentially dangerous equipment or materials stored securely

MONITORING OF LEARNING AND TEACHING

Having agreed the principles upon which Learning and Teaching takes place at St Nicholas lesson observations will follow the attached format .

LESSON OBSERVATIONS

The following table indicates the characteristics we will be looking for when carrying out a lesson observation.

	Inadequate ←			Outstanding →
1. Is work challenging enough for all pupils? Does it meet their individual needs?				
Clear learning intentions are evident in planning				
Different abilities are planned for through differentiated objectives.				
Stimulating activities cater for a range of learning styles.				
Multi – sensory input is used.				
2. Do pupils responses demonstrate sufficient gains in their knowledge, skills and understanding, including in literacy and mathematics?				
Children demonstrate gains in their learning and/or understanding				
Children acquire or reinforce their basic skills in literacy , communication and numeracy				
Communication needs are well supported				
3. Does the teacher monitor pupils' progress in lessons and use the information well to adapt their teaching?				
Objectives build upon prior learning.				
Plenary is used to evaluate children's understanding and inform future planning.				
4. Does teaching engage learners and promote positive attitudes to learning?				
Children settle quickly and are ready to learn.				
Children are on task throughout the lesson.				
Children enjoy what they are doing.				
5. Does the teacher use questioning and discussion to assess the effectiveness of their teaching and promote pupils' learning?				
Information is delivered in a stimulating way with enthusiasm, creating interest in the children.				
Questioning is differentiated and appropriate to each pupils' understanding.				
6. Do pupils understand well how to improve their work?				
Children know what to do or are well supported to understand what they need to do				
IEP targets are presented in a way that children can work towards them				
7. Does the teacher manage behaviour effectively?				
Discipline is maintained through the use of positive strategies				
Individual behaviour strategies are used to manage more challenging children.				
8. Does the teacher use learning assistants effectively?				
Teaching assistants' input is planned appropriately				
Support is used in a way which encourages children to be independent				
9. Are marking, assessment and testing used well to help pupils improve their learning?				
Formative assessment is used, feedback is ongoing and positive				
Classroom is organised appropriately and materials are readily available.				
Additional Characteristics				
Activities are relevant, practical, enjoyable and appropriate for all children				
Concentration breaks occur as appropriate				
Praise and encouragement are used generously				
Learning reflects children's experience of the wider world.				
Transitions are managed well and understood by the children,				
Music is used for a particular purpose				
Time is managed well to ensure learning opportunities are maximized.				
Tone of voice and body language are encouraging and supportive				
Plenary activity involves all the children, is fun and leaves children on a high as the lesson ends.				
The Learning Environment reflects our agreed learning and teaching policy				

LESSON OBSERVATION

Date: Time: Teacher: Other adults:

Lesson observed: Lesson observed by:

Context of the lesson:

General observations:

Strengths:

Area(s) for development:

